**BLYTHE ELEMENTARY**

100 Blythe Drive
Greenville, SC 29605

GRADES K-5 Elementary School

ENROLLMENT 548 Students

PRINCIPAL Ann M. King 864-299-8323

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

**THE STATE OF SOUTH CAROLINA****ANNUAL SCHOOL
REPORT CARD****2003****ABSOLUTE RATING:****EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
28	29	2	0	0

IMPROVEMENT RATING:**BELOW AVERAGE****ADEQUATE YEARLY PROGRESS:****YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

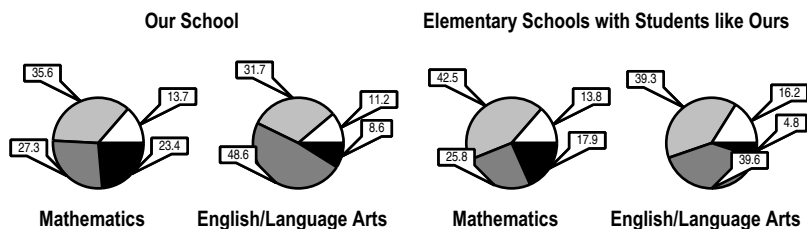
FOR MORE INFORMATION, VISIT WEBSITES AT:




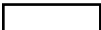
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Excellent	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
	Advanced Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient Well prepared to work at next grade level; met expectations
	Basic Met standards; minimally prepared, can go to next grade level
	Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	36	76	38
Percent satisfied with learning environment	88.2%	94.7%	100.0%
Percent satisfied with social and physical environment	82.4%	97.3%	91.9%
Percent satisfied with home-school relations	91.7%	96.1%	97.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	295	100.0	11.2	31.7	48.6	8.6	57.2	17.6
Gender								
Male	143	100.0	14.5	30.4	49.3	5.8	55.1	17.6
Female	152	100.0	7.9	32.9	47.9	11.4	59.3	17.6
Racial/Ethnic Group								
White	163	100.0	3.3	17.6	66.7	12.4	79.1	17.6
African-American	123	100.0	20.7	48.3	26.7	4.3	31.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	255	100.0	7.4	30.2	53.7	8.7	62.4	17.6
Disabled	40	100.0	36.1	41.7	13.9	8.3	22.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	295	100.0	11.2	31.7	48.6	8.6	57.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	295	100.0	11.2	31.7	48.6	8.6	57.2	17.6
Socio-Economic Status								
Subsidized meals	99	100.0	25.0	50.0	20.5	4.5	25.0	17.6
Full-pay meals	196	100.0	4.7	23.2	61.6	10.5	72.1	17.6

Mathematics								
All students	295	100.0	13.7	35.6	27.3	23.4	50.7	15.5
Gender								
Male	143	100.0	12.3	31.9	30.4	25.4	55.8	15.5
Female	152	100.0	15.0	39.3	24.3	21.4	45.7	15.5
Racial/Ethnic Group								
White	163	100.0	4.6	22.9	36.6	35.9	72.5	15.5
African-American	123	100.0	25.0	51.7	15.5	7.8	23.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	255	100.0	9.1	35.5	30.2	25.2	55.4	15.5
Disabled	40	100.0	44.4	36.1	8.3	11.1	19.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	295	100.0	13.7	35.6	27.3	23.4	50.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	295	100.0	13.7	35.6	27.3	23.4	50.7	15.5
Socio-Economic Status								
Subsidized meals	99	100.0	30.7	51.1	11.4	6.8	18.2	15.5
Full-pay meals	196	100.0	5.8	28.4	34.7	31.1	65.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	111	N/A	13.5	25.2	52.3	9.0	61.3
	Grade 4	94	N/A	12.8	38.3	47.9	1.1	48.9
	Grade 5	97	N/A	22.0	47.3	30.8	N/A	30.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	97	100.0	10.0	22.2	54.4	13.3	67.8
	Grade 4	112	100.0	10.4	27.4	53.8	8.5	62.3
	Grade 5	86	100.0	13.4	47.6	35.4	3.7	39.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	111	N/A	15.3	37.8	28.8	18.0	46.8
	Grade 4	94	N/A	17.0	37.2	29.8	16.0	45.7
	Grade 5	97	N/A	30.8	35.2	19.8	14.3	34.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	97	100.0	11.1	37.8	23.3	27.8	51.1
	Grade 4	112	100.0	10.4	27.4	33.0	29.2	62.3
	Grade 5	86	100.0	20.7	43.9	24.4	11.0	35.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 548)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.6%	Up from 2.3%	1.9%	2.4%
Attendance rate	97.1%	Up from 97.0%	96.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	38.2%	Up from 30.8%	25.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.0%	Down from 7.5%	6.7%	8.0%
Older than usual for grade	0.4%	Down from 0.5%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	56.8%	Down from 57.9%	53.3%	50.0%
Continuing contract teachers	75.7%	Down from 84.2%	86.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.5%	Down from 86.2%	88.4%	86.2%
Teacher attendance rate	98.6%	Up from 97.9%	95.9%	95.3%
Average teacher salary	\$39,177	Up 3.5%	\$41,537	\$39,909
Prof. development days/teacher	7.4 days	Up from 5.3 days	10.2 days	11.4 days

School				
Principal's years at school	7.0	Up from 5.0	4.0	4.0
Student-teacher ratio	19.9 to 1	Down from 20.1 to 1	20.4 to 1	18.9 to 1
Prime instructional time	95.1%	Up from 94.3%	91.0%	89.7%
Dollars spent per pupil*	\$4,934	Up 4.6%	\$5,341	\$5,892
Percent spent on teacher salaries*	70.2%	Up from 66.6%	68.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Blythe Academy of Languages is an elementary school located in Greenville County, SC. Every student has daily instruction in either French or Spanish through a FLES (Foreign Language Elementary School) program. Blythe has a Partial Spanish immersion program in grades one through five. Students in these classes learn science, math and health in Spanish. Language arts and social studies instruction is taught in English. This year, we added a Partial French Immersion program in kindergarten and an after-school elementary band program.

Blythe Academy earned the South Carolina Exemplary Writing Award. Our school received the Saluting Student Success Award from the South Carolina School Board Association and was a Magnet Schools of America Merit Award Winner.

Staff members in our school have been honored for their achievements. The Reading Renaissance Institute, a national program for student growth in reading, awarded three of our teachers Model Classroom Teacher certification. One of our first and second grade Partial Spanish immersion teachers was the first awarded South Carolina Foreign Language Teacher of the Year from the South Carolina Foreign Language Teachers' Association.

With all of these accomplishments, we realize that we must deal with a diverse population and a wide range of academic needs. Each year, our staff and instructional team evaluate the previous year and set goals that will improve student academic performance.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.